

1996-98  
Bi-Annual Report

# Comprehensive System of Personnel Development





# *Comprehensive System of Personnel Development*

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BI-ANNUAL REPORT 1996-98

*California Department of Education  
Special Education Division*

*Comprehensive System of Personnel Development Bi-Annual Report 1996-98* was developed by the Comprehensive System of Personnel Development Advisory Committee for the California Department of Education (CDE), Special Education Division. This document was prepared for publication by Resources in Special Education (RiSE), through an interagency agreement with CDE and WestEd. The project was supported by federal funds received by CDE, Special Education Division. The contents do not necessarily reflect CDE's position or policy.

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## FOREWORD

*California* is at another crossroads with the passage of Public Law 105-17, the Individuals with Disabilities Education Act Amendments of 1997 by the federal government. The State has an opportunity to take a look at its personnel development system. We can create major systemic changes by partnering with a broader constituency and focusing on sustained learning opportunities for teachers throughout their careers and by blending the traditional lines between preservice and inservice education.

*Change* is continual and evolutionary. The goal for systemic change is planned change. With the guidance of Plan 2000: Strategic Implementation Plan for the California Comprehensive System of Personnel Development and now the State Improvement Plan and State Improvement Grant development process, California is active and involved with strategic, systemic, planned change.

*The challenge* is to create a system that provides an adequate supply of qualified personnel with the necessary knowledge and skills to meet the needs of children with disabilities. Our focus should be to develop a continuum of teacher education and support that will enable educators to provide the highest quality education possible for all children.



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Further, the Committee wishes to thank all of the members of the regional coordinating councils who supported statewide teacher and parent training needs.

# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT VISION

*We envision* a California in which all individuals, including those with disabilities, are valued and respected throughout their lifespan. In this vision, communities mobilize resources to meet the diverse needs of individuals and their families. Each individual fully participates in a society that enhances personal growth and development, leading to a meaningful and satisfying life. Each individual is valued as a unique person with a cultural and linguistic heritage and as an individual with the opportunity to become a respected, contributing, and responsible member of society.

*The variety* of roles that individuals ultimately will fill depends on personal choice. Therefore, this society will honor the dignity of the individual and will ensure the individual's right to learn and make choices.

*We work* toward a Comprehensive System of Personnel Development that supports the attainment of this vision.

*From Plan 2000: Strategic Implementation Plan for the California Comprehensive System of Personnel Development, 1995.*

# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT ADVISORY COMMITTEE

## MISSION

In 1984, California responded to federal laws to design the Comprehensive System of Personnel Development Advisory Committee (CSPDAC). This action at the state level validated the importance of personnel development for educators, parents, and agency personnel who work with children with disabilities. Additionally, this committee is a working body of members who provide advice to the State Director of Special Education, California Department of Education, Special Education Division on issues that relate to local, regional, and state-wide training and personnel needs. The committee responds to and recommends action related to legislation, cost efficient approaches to training, and dissemination of exemplary practices and program advisories.

## FOCUS

CSPDAC's broad areas of focus that reflect the vision developed for *Plan 2000: Strategic Implementation Plan for the California Comprehensive System of Personnel Development* include:

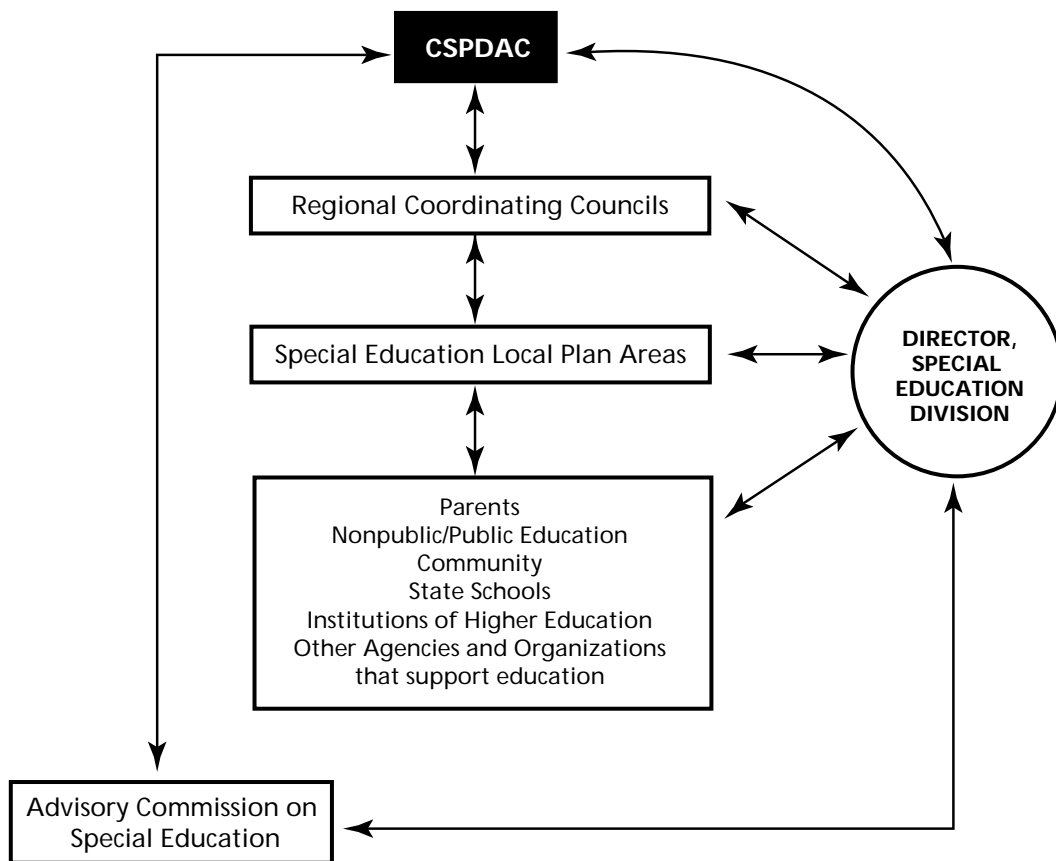
- ◆ Development of an ongoing strategic plan for personnel development
- ◆ Assessment of personnel development needs throughout the State
- ◆ Collection and reporting of data that reflect personnel supply and demand
- ◆ Provision of advice for preservice and continuing education
- ◆ Provision of resources and direction for personnel development
- ◆ Publication and presentation of information on legal issues, federal and State mandates and requirements, reform issues, and promising practices.



FIGURE 1.

**COMPREHENSIVE SYSTEM OF PERSONNEL  
DEVELOPMENT ADVISORY FUNCTION**

1996-98



*Please note that this diagram identifies the advisory function of CSPDAC and is not intended to indicate connections for other identified groups or individuals.*

## BACKGROUND

To perform its advisory functions of strategic planning for personnel development; assessment of personnel needs; collection and reporting of data; provision of resources; dissemination of federal dollars; and publication and presentation of information, California is divided into 12 Comprehensive System of Personnel Development (CSPD) regional coordinating councils (RCCs). The locally based RCCs are comprised of groups of stakeholders that include school personnel, community members, family members, agency representatives, and other educational supporters.

Representatives from each of the RCCs are joined by other members to complete the CSPD Advisory Committee. The other State level members represent parent groups, institutions of higher education, the Advisory Commission on Special Education, the Commission on Teacher Credentialing, special education local plan area (SELPA) administrators, Special Education Administrators of County Offices of Education, the California Teachers Association, the Department of Developmental Services (DDS), the Department of Rehabilitation, and the California Department of Education (CDE). This comprehensive membership assembles on a regular basis to conduct the business of CSPDAC.

Several years ago a group from throughout the State, in response to federal requirements, was trained by the National Institute on CSPD Collaboration. The result of that training was *Plan 2000: Strategic Implementation Plan for the California Comprehensive System of Personnel Development* which articulates the vision for state-level implementation of strategic personnel development activities for Part B and Part H of the Individuals with Disabilities Education Act (IDEA). This document was developed with statewide input from classroom teachers, parents, advisory committees, administrators, professional associations, state agencies, and the 12 RCCs.

*Plan 2000* outlined a strategic implementation plan that addressed six broad goals:

- Family Involvement
- Teacher Recruitment and Retention
- Qualified Personnel
- Transition into Adult Life
- Early Intervention
- Least Restrictive Environment

Workgroups in the focus areas addressed the needs of California's diverse population by evaluating, reviewing, and updating *Plan 2000* to increase the quantity and quality of the personnel working with individuals with disabilities and their families. The workgroups reported regularly to CSPDAC and CSPDAC subcommittees established action plans that addressed the strategic goals.

## **SUBCOMMITTEES**

### **Leadership/Program**

The Leadership Committee responded to the six strategic areas identified in *Plan 2000*. Activities focused under the Leadership/Program topic for 1996-97 and expanded in 1997-98 to include Early Intervention and Least Restrictive Environment.

#### **1996-97**

1. Conducted statewide training through RCCs for collaboration among educators and parents.
2. Developed and supported regional sponsorship for the California Education Innovation Institute (CEII) through RCCs.
3. Provided direction for strategic planning and thinking at a state-level training workshop.
4. Provided leadership skill development for CSPDAC members.
5. Provided direction for subcommittee reorganization.

#### **1997-98**

1. Dialogued with CDE and DDS early intervention specialists to gather information and offer direction for state-level and field-level training. Identified areas needing improvement and made recommendations for remedy, focusing on improved multiagency transition planning and identification/intervention of behavioral concerns.
2. Supported ongoing distribution of State publications for early childhood service providers that emphasize a family-focused service delivery model.
3. Identified inclusive education as an area of ongoing emphasis for statewide collaborative and team-focused staff development.

### **Systems/Fiscal**

The primary focus of the Systems/Fiscal subcommittee was on broad-based systems and financial issues impacting personnel development issues in school districts delivering services to children with disabilities.

### **1996-97**

1. Studied, evaluated, and revised the Regional Match Grant application for 1997-98.
2. Collected and gave input for the new California Service Delivery Model.
3. Led discussions and proposed changes in the overall use of personnel development funds in the State.

### **1997-98**

1. Studied, evaluated, and developed proposals for uniform and consistent personnel development reporting forms.
2. Collaborated with two *Plan 2000* goal areas, Transition and Early Childhood.

## **Publicity/Process**

The purpose of the Publicity/Process subcommittee was to focus on efforts of public dissemination of information. During the last year four meetings allowed interaction with the Transition and Family Involvement Committees of *Plan 2000*.

### **1996-97**

1. Reviewed and gave suggestions to the Special Education Division's Internet website related to content, appearance, and process.
2. Provided major input on the development of the California Jobs Vacancy database, which is available on the Division's website.

### **1997-98**

1. Reviewed transition training to update already trained Master Trainers on the new requirements of IDEA and to print materials in English and Spanish.
2. Sponsored recommended RCC changes in bylaws to more clearly define family involvement in membership and activities.
3. Developed a needs assessment for families to be used by RCCs for regions, SELPAs, and schools across the State.
4. Developed "Best Practices in Family Involvement." This workbook will be distributed at training/information meetings during the 1998-99 school year.

# REGIONAL COORDINATING COUNCILS

## PURPOSE

The system of regional coordination of personnel development opportunities, as guided by CSPDAC and *Plan 2000*, utilizes RCCs. This system divides California into regional areas and results in shared resources, planning, and delivery of personnel development opportunities. The RCCs interpret school site and SELPA needs and communicate those needs to CDE through CSPDAC. They constitute the extended arm of the Department in the reverse direction as they form local workgroups to implement the Mission and Focus defined for CSPDAC.

## REGIONAL ACTIVITIES

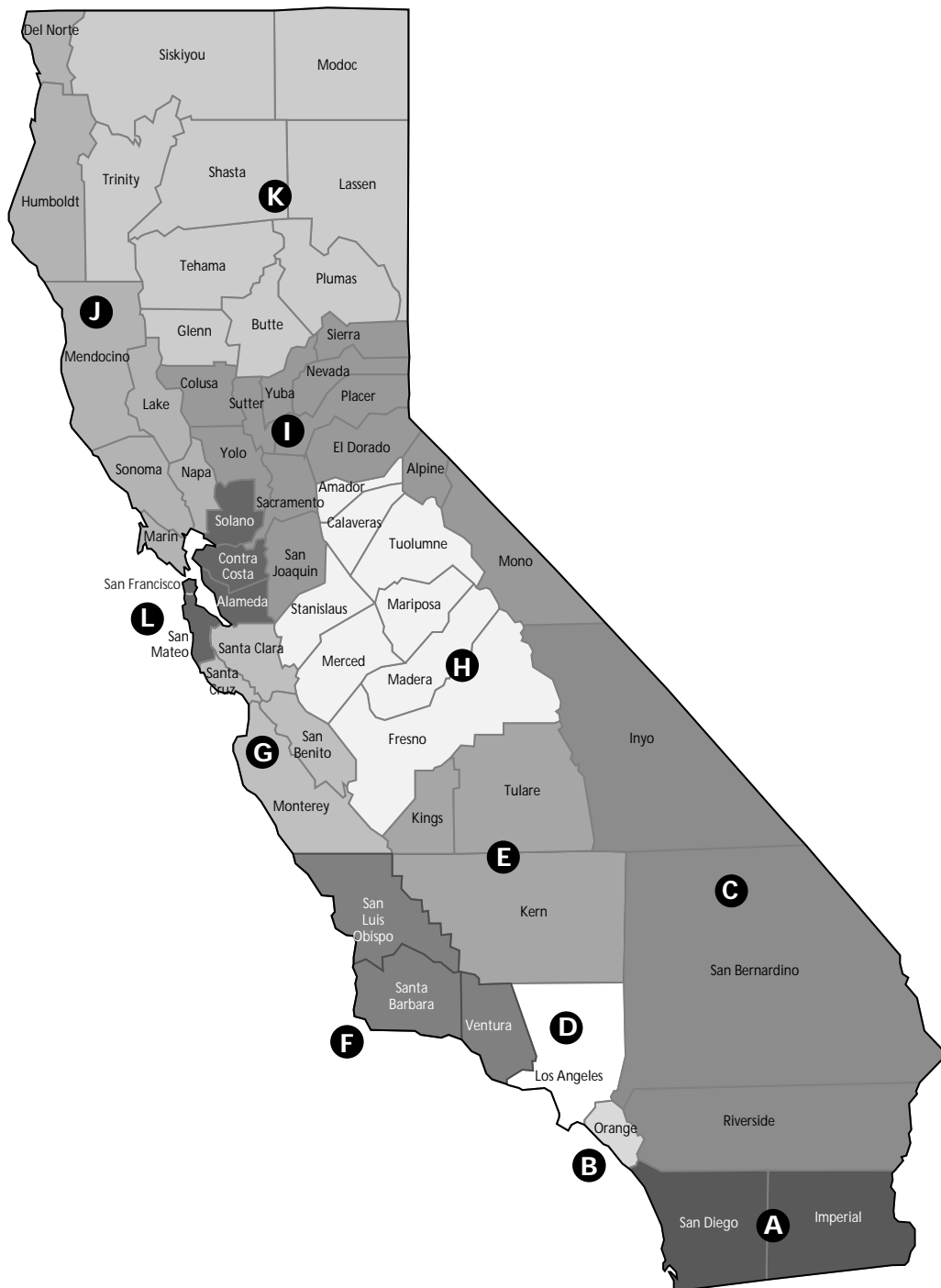
Each of the 12 RCCs provides workshops, inservice training, and conferences based on local needs and issues that are identified statewide. Participants include parents, teachers, paraprofessionals, service providers, and students. Regional activities for the past two years have focused on:

- ▶ transition (within the school system and school-to-career/adult living)
- ▶ collaboration between special and general education
- ▶ individualized education programs (IEPs)
- ▶ behavior intervention
- ▶ classroom management
- ▶ at-risk student intervention
- ▶ autism
- ▶ literacy and written expression
- ▶ Federal Corrective Action Plan (FedCAP)

During the last two years, CSPDAC and CEII personnel have collaborated to provide institutes with the RCCs. Through this type of collaboration, activities were provided in the regional areas that were based on local staff development needs. Trainers were accessed throughout California for topics that had statewide interest.

FIGURE 2.

**MAP OF REGIONAL COORDINATING COUNCILS**



# FUTURE DIRECTIONS

## **STATE IMPROVEMENT PLAN AND STATE IMPROVEMENT GRANT**

The transition from *Plan 2000* to the federally required State Improvement Plan (SIP) started in the Fall of 1997. *Plan 2000* workgroups made recommendations in the six goal areas to CSPDAC. These recommendations were considered by CSPDAC subcommittees for action and distributed to the Partnership Committee on Special Education for inclusion in the SIP. This action created a necessary bridge from *Plan 2000* to SIP. Based upon accomplishments of the activities in *Plan 2000*, the State has moved to the next phase of personnel development with the SIP and the State Improvement Grant (SIG) development process.

The 1994 *Plan 2000* vision statement encompasses quality of life and employment issues for individuals with disabilities. These issues were emphasized strongly by the passage of the IDEA '97. The six goal areas in *Plan 2000* guided efforts in improving personnel development for special education service providers and families of children with disabilities. They have evolved into the action objectives through the SIP/SIG strategic planning process during Spring of 1998.

During five years of strategic planning in California, it was learned that *Plan 2000* provided a structure for systemic change. It is recommended that CSPDAC, as the established State and regional organizational structure for personnel development, continue to provide a stable yet dynamic system that is flexible enough to meet future needs as expressed in the SIP/SIG.

CSPDAC efforts can improve the quality of education for all children through the meaningful work of a focused council. The work is based upon the goals from the SIP and activated through commitment of the membership. This commitment is possible when it is supported by:

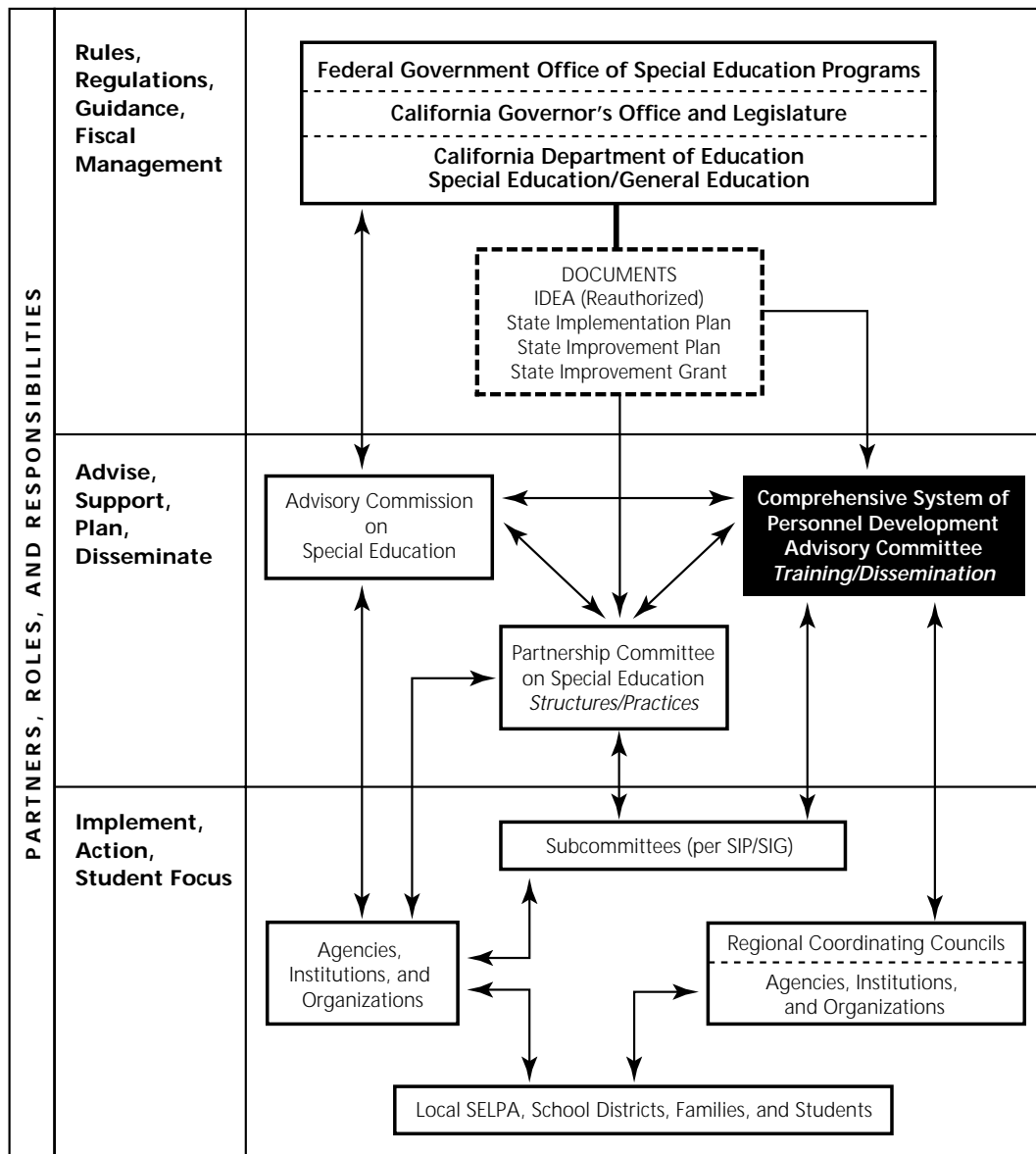
- ▶ a comprehensive plan that clearly defines CSPDAC activities;
- ▶ direction and guidance from the California Department of Education, Special Education Division;
- ▶ statewide stakeholder participation to plan and attend professional development activities;
- ▶ partnerships based on three levels:
  - guidance (CDE),
  - planning (CSPDAC), and
  - implementation (local RCCs and committees).
- ▶ a continuum of professional preparation from preservice (undergraduate) through inservice (on-the-job training);
- ▶ preparation of professional staff that is fully credentialed and qualified to provide education programs for students with disabilities;
- ▶ identification of exemplary school sites, effective educational practices and research, proven instruction and curriculum; and
- ▶ collection and dissemination of professional development resources statewide.



FIGURE 3.

## COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT ROLES AND RESPONSIBILITIES

1998 AND BEYOND



# APPENDICES

## COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT ADVISORY COMMITTEE MEMBERSHIP

A broad membership includes representatives from agencies, institutions of higher education, CDE, and 12 RCCs. Members are appointed for two-year terms.

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#### **Caryl Miller (1997-98)**

*SELPA Administrator*  
Riverside County  
Department of Education  
P.O. Box 868  
Riverside, CA 92502  
909/369-6476 Fax 909/778-0487  
camiller@internet.rcoe.k12.ca.us

### REGION D

#### **Susan Simmons (1996-97)**

*Program Specialist*  
Pasadena Unified School District  
351 S. Hudson Avenue  
Pasadena, CA 91109  
626/795-6981 Fax 626/405-9946

#### **Marta Anchondo (1997-98)**

*Parent Representative*  
Team of Advocates for Special Kids  
100 W. Cerritos Avenue  
Anaheim, CA 92805  
714/533-8275 Fax 714/533-2533

#### **Connie Withers (1997-98)**

*Program Specialist*  
Rowland Unified School District  
1830 S. Nogales  
Rowland Heights, CA 91748  
626/854-8342 Fax 626/854-8574

### REGION E

#### **Judy Chapman (1997-98)**

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1300 17th Street  
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805/636-4812 Fax 805/636-4020  
juchapman@fc.kern.org

### REGION F

#### **Fran Arner-Costello (1996-98)**

Ventura County SELPA  
5189 Verdugo Way  
Camarillo, CA 93012  
805/383-1920 Fax 805/383-1915  
farnerco@vcss.k12.ca.us

### REGION G

#### **Bob Ferrara (1997-98)**

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of Student Services*  
Santa Clara County SELPA  
1290 Ridder Park Drive, MC 277  
San Jose, CA 95131  
408/453-6560 Fax 408/453-6656  
bob\_ferrara@sccoe.k12.ca.us

### REGION H

#### **Joan Ellis (1996-97)**

*Coordinator*  
Fresno County SELPA  
1111 Van Ness Avenue  
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209/265-3050 Fax 209/237-3012

#### **Carole Bence (1997-98)**

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Clovis Unified SELPA  
1680 David E. Cook Way  
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Fax 209/299-2034

### REGION I

#### **Judy Holsinger (1996-98)**

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Sacramento County Office  
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9738 Lincoln Village Drive  
Sacramento, CA 95827  
916/228-2446 Fax 916/228-2445  
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### REGION J

#### **Carol Zvolensky (1996-98)**

*Chair*  
Mendocino County SELPA  
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### REGION K

#### **Kay Stanton (1996-97)**

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#### **Chris Fish (1997-98)**

*Coordinator, Special Education*  
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### REGION L

#### **Darlene Nash (1996-97)**

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Contra Costa SELPA  
2520 Stanwell Drive, Suite 270  
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#### **Meredyth Noble (1997-98)**

Mt. Diablo Unified School District  
1936 Carlotta Drive  
Concord, CA 94519-1397  
510/682-8000 ext.4047  
Fax 510/609-9246

## **STATE-SPONSORED TRAININGS AND TECHNICAL ASSISTANCE PROJECTS**

The Special Education Division-sponsored trainings are identified through the statewide needs assessment, legislative mandates, and specific needs identified by personnel and parents at the regional and local level.

The Division sponsored regional strategic planning sessions, several hundred sessions on transition services language and FedCAP training throughout the State, the Special Education Fall Conference and co-sponsored a variety of organization-based trainings. State-sponsored personnel development activities were consistently well attended and received positive responses from those who attended the events.

**The Division also sponsored the followed project activities:**

### **California Deaf-Blind Services (CDBS)**

CDBS is a competitively awarded federally-funded grant that improves and enhances education and services to all children and youth with deaf-blindness and their families in California.

### **California Services for Technical Assistance and Training (CalSTAT)**

The Division contracts with Sonoma State University through CalSTAT to develop, organize, and implement trainings throughout the State.

### **California Education Innovation Institute**

CEII offers a year-round menu of two-, three-, or five-day intensive trainings throughout California. Educators, specialists, agency representatives, families, and community members attend. The main goal of CEII is to provide innovative, cutting-edge training to educators and parents in California. In 1996-97, CEII sponsored, and often cosponsored with RCCs, trainings throughout California. The trainings fit into the focus areas of *Plan 2000*.

### **California Research Institute on Special Education and Cultural Diversity**

The Institute identifies exemplary practices in identification, assessment, and instruction of cross-cultural students in special education and assists CDE in training and providing technical assistance on those exemplary teaching strategies.

### **Comprehensive System of Personnel Development Training Support**

These activities include CSPD *Plan 2000* Task Forces, strategic leadership trainings, regional consortia, grants for teacher recruitment and retention, and technical assistance.

### **IDEA Alignment Project**

CDE-sponsored training and technical assistance project to help practitioners and parents implement IDEA '97. Activities include workshops, Internet courses, and technical assistance.

### **Preschool Inservice: Statewide Resources and Technical Assistance**

This is technical assistance and resource development to assist in the full implementation of early childhood special education services under IDEA, Part B, and Part H. Funding is provided to local education agencies via requests for proposals. It includes:

- SEEDS (Supporting Early Education Delivery Systems): contracted through CDE, provides technical assistance to administrators, staff, and families involved in early childhood special education programs.
- SEECAP (Special Education Early Childhood Administrators Project): CDE contract to provide training and support to administrators of early childhood and special education programs.
- Connections: an inservice training model designed to provide an innovative and individualized approach to early childhood and special education programs.
- Field Meetings: Infant/Preschool meetings throughout the State provided by the Early Education Unit of the Special Education Division.
- Preschool Staff Development/Intensives: regional training grants awarded by the Early Education Unit.
- Early Childhood Content and Performance Standards Project: project to generate developmental standards for the 0-5 years population.

### **Resources in Special Education (RiSE)**

RiSE provides ongoing analysis of educational research, exemplary programs, and resources through research, writing, production, and dissemination of a 16-page bimonthly newsletter, manuals, topical annotated bibliographies, and databases. Dissemination is accomplished through electronic communication, resource lending, and technical assistance.

### **School-to-Work Interagency Transition Partnership (SWITP)**

SWITP was developed with a federally-funded five-year transition systems change grant in 1991. The nine state interagency partners and consumer/parent/family coalition continue their partnership activities through joint training and technical assistance utilizing shared resources.

## UNIVERSITY PREPARATION PROGRAMS

The following public and private independent colleges and universities offer approved specialist credential programs in the areas indicated. Some programs have been accredited under the new special education structure. Check with each university for specific areas.

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### UNIVERSITY OF CALIFORNIA

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**UC Riverside:**

Learning Handicapped;  
Severely Handicapped  
909/787-1012

**UC Riverside extension:**

Learning Handicapped  
909/787-4361

**UC San Diego extension:**

Learning Handicapped  
619/534-0584

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### CALIFORNIA STATE COLLEGES AND UNIVERSITIES

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**CSU Bakersfield:**

Learning Handicapped;  
Severely Handicapped  
805/664-3074

**CSU Chico:**

Learning Handicapped;  
Severely Handicapped;  
Language, Speech & Hearing  
916/898-6887

**CSU Dominguez Hills:**

Learning Handicapped;  
Severely Handicapped;  
Bilingual Cross-Cultural  
310/243-3300

**CSU Fresno:**

Learning Handicapped; Severely  
Handicapped; Early Childhood;  
Physical Therapy;  
Communicatively Handicapped;  
Language, Speech & Hearing;  
Audiology  
209/278-0300

**CSU Fullerton:**

Learning Handicapped;  
Severely Handicapped;  
Language, Speech & Hearing  
714/773-3411

**CSU Hayward:**

Learning Handicapped;  
Severely Handicapped;  
Language, Speech & Hearing  
510/885-3027

**CSU Long Beach:**

Learning Handicapped;  
Severely Handicapped; Early  
Childhood; Physical Therapy;  
Language, Speech & Hearing;  
Audiology  
310/985-4111

**CSU Los Angeles:**

Learning Handicapped; Severely  
Handicapped; Physically  
Handicapped; Bilingual  
Cross-Cultural; Orientation &  
Mobility; Communicatively  
Handicapped; Language,  
Speech & Hearing; Audiology;  
Special Class Authorization  
213/343-4320

**CSU Northridge:**

Learning Handicapped; Severely  
Handicapped; Physical Therapy;  
Communicatively Handicapped;  
Language, Speech & Hearing;  
Audiology; Special Class  
Authorization  
818/677-1200

**CPSU Pomona:**

Learning Handicapped;  
Severely Handicapped  
909/869-2306

**CSU Sacramento:**

Learning Handicapped;  
Severely Handicapped;  
Bilingual Cross-Cultural;  
Language, Speech & Hearing;  
Special Class Authorization  
916/278-6403

**CSU San Bernardino:**

Learning Handicapped;  
Severely Handicapped;  
Physically Handicapped  
909/880-5694

**CSU San Luis Obispo:**

Learning Handicapped;  
Severely Handicapped  
805/756-2126

**CSU San Marcos:**

Learning Handicapped;  
Bilingual Cross-Cultural  
760/750-4279

**CSU Stanislaus:**

Learning Handicapped;  
Severely Handicapped  
209/667-3534



**Humboldt State University:**

Learning Handicapped  
707/826-3751

**San Diego State University:**

Learning Handicapped;  
Severely Handicapped;  
Physically Handicapped;  
Bilingual Cross-Cultural;  
Communicatively Handicapped;  
Language, Speech & Hearing;  
Audiology; Special Class  
Authorization  
619/594-5964

**San Francisco State University:**

Learning Handicapped;  
Severely Handicapped;  
Physically Handicapped; Visually  
Handicapped; Orientation &  
Mobility; Communicatively  
Handicapped; Language,  
Speech & Hearing; Audiology;  
Special Class Authorization  
415/338-7038

**San Jose State University:**

Learning Handicapped; Severely  
Handicapped; Communicatively  
Handicapped; Language,  
Speech & Hearing; Audiology;  
Special Class Authorization  
408/924-3711

**Sonoma State University:**

Learning Handicapped;  
Severely Handicapped;  
Bilingual Cross-Cultural  
707/664-2581

**United States International University:**

Adapted Physical Education  
619/221-2371

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PRIVATE AND INDEPENDENT COLLEGES AND UNIVERSITIES

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**Azusa Pacific:**

Learning Handicapped  
818/815-5366

**California Baptist:**

Learning Handicapped  
909/689-5771

**California Lutheran:**

Learning Handicapped;  
Severely Handicapped  
805/493-3425

**Chapman University:**

Learning Handicapped;  
Severely Handicapped  
714/997-6781

**Fresno Pacific University:**

Learning Handicapped;  
Severely Handicapped;  
Physically Handicapped  
209/453-2053

**Holy Names College:**

Learning Handicapped  
510/436-1063

**La Sierra University:**

Learning Handicapped  
909/785-2203

**Masters College:**

Learning Handicapped  
805/259-3540

**Mount St. Mary's College:**

Learning Handicapped  
213/746-0450

**National University:**

Learning Handicapped;  
Severely Handicapped  
916/855-4304

**Pacific Oaks College:**

Learning Handicapped;  
Severely Handicapped  
818/397-1331

**Point Loma Nazarene College:**

Learning Handicapped  
619/221-2371

**St. Mary's College:**

Learning Handicapped;  
Severely Handicapped  
510/631-4727

**Simpson College:**

Learning Handicapped  
916/224-5600

**University of LaVerne:**

Learning Handicapped  
909/583-3511

**University of the Pacific:**

Learning Handicapped;  
Severely Handicapped  
209/946-2277

**University of San Diego:**

Learning Handicapped;  
Severely Handicapped  
619/280-4821

**University of Southern California:**

Learning Handicapped;  
Communicatively  
Handicapped  
213/740-3467





**California Department of Education  
Education, Equity, Access and Support Branch  
Special Education Division**